



2010 - 2011
CONTINUOUS IMPROVEMENT PLAN
Non-Title Plan

Note: Blank copy is available on www.alsde.edu, e-GAP, Document Library
Central office designee submits required plans to LEA system's e-GAP Document Library



NAME OF SCHOOL: McAdory High School				
STREET ADDRESS: 4800 McAdory School Rd		CITY: McCalla	STATE: Alabama	ZIP CODE: 35111
CONTACT: Mr. Samuel K. Staggs		TELEPHONE: 205-.379-4700	E-MAIL: sstaggs@jefcoed.com	
Identified for School Improvement? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Delay Status <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 or more <input type="checkbox"/>				
ALL PLANS: Submit to LEA for Board approval. Retain the original plan in the LEA. Submit a copy of the plan electronically to your system's E-GAP Document Library by November 3, 2010.				
If using any Federal funding: Submit to LEA for Board approval. Scan <u>PAGE ONE</u> and <u>PAGE TWO</u> to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2010.				
Made AYP? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Made AMAOs (ELL)? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A <input type="checkbox"/>	Career Tech Made AYP? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A <input type="checkbox"/>	Are any federal resources like Title II, III, IV, and VI used to coordinate with and supplement existing services and are not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. The CIP will be made available to all stakeholders through parent meetings, faculty meetings, and available on our website.
*Board Approval: Yes <input type="checkbox"/> No <input type="checkbox"/> Board approval received on _____, 2010. Board Signature: _____				
Superintendent Signature:				Date:
LEA Representative Signature: (responsible for monitoring plan)				Date:
Principal Signature:				Date:

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. April/May – September 200_: May 2010-September 2010		
Provide a brief description of the planning process including how teachers will be involved in decisions regarding the use of state academic assessments and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing and implementing the CIP:		
The Instructional Assistant Principal collects the data as it becomes available and provides results to the CILT. Upon review of the data by the CILT, the compiled data is presented to the whole faculty. Next, the faculty collaboratively makes data driven decisions for the CIP through academic departmental meetings and CILT meetings. Following the collaborative decision making process, the CIP is developed by the CILT and submitted for approval. The school will begin implementation of the CIP and follow-up with review and revision throughout the year based on results continuing data, classroom results, and input from the stakeholders.		
Instructional Leadership Team Names (The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)	Positions (Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)	Signatures (Indicates participation in the development of the CIP)
Samuel K. Staggs Antjuan Marsh Jan Nicholson Pam Bullock Toni Causey Rosemary Dallam Lisa Papadakos David Powell Melissa Simmons Kay Harris Keith Pritchard	Principal	
	Instructional Assistant Principal	
	Business/Marketing Coordinator	
	Media Specialist	
	Science Teacher	
	Family & Consumer Science Teacher	
	Theatre Arts Teacher	
	Driver’s Education Teacher/Athletic Director	
	Special Education	
	Director, Career Technical Education	
Band Director		

Part I – SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

Directions: Insert a copy of your one-page School Status Report in this TEXT BOX. You may access this report on the web at www.alsde.edu:

- Click on Accountability Reporting.
- Choose 2009-2010.
- Select Annual Accountability Results Report.
- Select your system and school.
- Press the Graphics Select Tool button located on the top of the page and select the chart beginning with the school name. (Note: Do not include the legend).
- Then, right click and select COPY.
- Return to this document and **CLICK IN THIS BOX**.
- Then, right click to PASTE the chart.
- Adjust the size of the text box to display your test results.

Part I - continued - DIRECTIONS - SUMMARY OF DATA: Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators. Close attention should be given to the proficiency index. Please include all disaggregated subgroups including those with less than forty students. Additionally, please report data pertaining to the Response to Instruction (RtI) framework, include data used to determine the type of support provided to students (i.e.: universal screening results, benchmark testing, progress monitoring, etc.)

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
Our Continuous Improvement Leadership Team met to analyze the data and determine areas of strength and weakness. A survey of our faculty, indicated areas needed for professional development to assist in implementing our CIP.	
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that instruction is provided by highly qualified, well-trained teachers and how their assignments most effectively address identified academic needs.	
To ensure that instruction is provided by Highly Qualified Teachers, school administrators utilize the Teaching Alabama website, district-wide recruitment events, which include identifying potential teachers at colleges of education and interviews conducted by school leaders at the district’s recruitment day. Additionally, interview teams screen applicants to assist school leaders in effectively assigning well-trained teachers to address academic needs of the school.	
Number and percentage of Non-HQT: Of 53 faculty members, teach core subjects are required to be HQ. Our media specialist, three of our assistant principals as well as two of our career tech teachers are also highly qualified; however, they are not required to be HQ.	Number and percentage of Classes Taught by Non-HQT:
Alabama High School Graduation Exam (AHSGE):	
Strengths: By the end of their junior year, 87.2% of our 11 th grade students were proficient or partially proficient on the math section of the AHSGE.	Weaknesses: By the end of their junior year, 86.3% of our 11 th grade students were proficient or partially proficient on the reading section, which falls 2.7% below our AMO. Our special education students were 56.2% proficient or partially proficient on the reading section. 56.2% of our special education students were proficient or partially proficient on the math section.
Alabama Reading and Mathematics Test (ARMT):	
Strengths: NA	Weaknesses: NA
Alabama Science Assessment:	
Strengths: NA	Weaknesses: NA
Stanford 10:	
Strengths: NA	Weaknesses: NA
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths: NA	Weaknesses: NA
Alabama Direct Assessment of Writing (ADAW)	
Strengths: NA	Weaknesses: NA
ACCESS for English Language Learner (ELLs):	
Strengths:	Weaknesses:
EducateAL or other Professional Evaluation Profile Information:	

Strengths: NA	Weaknesses: NA
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths:	Weaknesses:
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths:	Weaknesses:
Career and Technical Education Program Improvement Plan:	
Strengths: 100% of our students take at least one career technical education course before graduation. Thirty credit courses are offered in five career technical education fields 9-12—Agriscience, Business/Marketing, Culinary Arts, Health Sciences, and Technology. The career development plan for Jefferson County, J.U.M.P, Just Using My Potential, is being integrated throughout grades 9-12. Only one career technical education teacher’s duties are split between middle school and high school, which is a decrease over recent years.	Weaknesses: An average of 10% of our career tech students does not meet the standards in passing the graduation exam in the career tech programs.
(CULTURE RELATED DATA):	
School Demographic Information related to student discipline (e.g. total office referrals, long-and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data or student attendance.	
Strengths: We have continued to have a reduction in physical conflicts.	Weaknesses: We have had office referrals
School Demographic Information related to dropout information and graduation rate data.	
Strengths: Our graduation rate for special education students increased by 10% and 6% for our students on free and reduced meals.	Weaknesses: Our overall graduation rate decreased by 2%.
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths: We have 4 national board certified teachers.	Weaknesses: We have 3 teachers new to the profession of teaching.
School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).	
Strengths: NA	Weaknesses: NA
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths: Results from the online stakeholder’s questionnaire indicated that a majority of our parents perceives that school’s curriculum is based on the Alabama Course of Study; teachers vary their teaching strategies and that our school offers learning opportunities that support the full range of student’s abilities.	Weaknesses: Results from the online stakeholder’s questionnaire indicated that a majority of our parents perceive that school rules should be equally applied, and that expenditure of funds should support our school’s mission and goals.
School Perception Information related to student PRIDE data.	
Strengths: Majority of students expressed feeling safe at school particular in the classroom, gym, and café.	Weaknesses: While most students generally feel safe at school, a portion of students expressed that the parking lot, buses and halls are areas of concern.
School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs)	

Strengths: The adopted EL curriculum materials used for EL instruction are research-based and support best practices in second language acquisition. All supplemental EL resources for reading and math support ELs in attaining English language proficiency.	Weaknesses: Classroom teachers have not had long-term training on WIDA ELP Standards. Classroom teachers need more training on available materials for effectively implementing strategies that support ELs in all classrooms.
School Process Information related to analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs)	
Strengths: All full-time and part-time EL staff are certified teachers. All EL staff receives ongoing prfessional development on best practices in second language acquisition. Professional development for all teachers is made available through the ESL office.	Weaknesses: Classroom teachers have not had long-term training on WIDA ELP Standards. Classroom teachers need more training on effectively integrating ACOS and WIDA ELP Standards
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, and/or extended learning opportunities.	
Strengths: NA	Weaknesses: NA

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE AND Rtl CONSIDERATIONS, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Increase the percent of all students scoring the proficiency range in reading as measured by the AHSGE in grade 11 to meet AMO for 2011; and by at least 10% for special education students in grade 11.

Data Results on which goal is based: Met AMO goals for 2009-2010, 11th grade proficiency rate of 85% with AMO of 92%.

TARGET GRADE LEVEL(S):	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	Additional Academic Indicators:	TARGET STUDENT SUBGROUP(S): All students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
AHSGE Reading I-1 Supporting Details I-2 Sequence of Events I-3 Follow Directions II-1 Main Idea II-2Draw Conclusions II-3 Cause & Effect II-4 Detect Propaganda II-5 Recognize Statement that Summarize Passage III-1 Fallacy of logic & judge strength of argument IV-1 Context Clues IV-2 Preview, Predict IV-3 Organizational Patterns IV-4 Reference Material	STRATEGY: Provide differentiated and direct instruction on reading comprehension. Teachers contribute research-based reading strategies on a monthly basis in department meetings. ACTION STEP: Teachers will participate in staff development on best practices for reading. Teachers will integrate best practices into the classroom instruction. Students will receive standards based instruction for reading in 10 th grade English classes. Students will utilize COACH and American Book Company remediation material to improve reading comprehension. Eleventh grade students needing remediation will utilize ACCESS module, USATestPREP, tutoring, and American Book Company remediation material. Ex-ed students will participate in test taking class when scheduling allows.	Student progress in mastering objectives will be assessed through 9-week benchmark assessments, teacher modeling and cooperative learning, and achievement goals. Teachers will establish baseline and benchmarks scores using classroom assessments USATestPrep, ACCESS Module, COACH material and bell ringer assessments. 92% of students will be proficient by the end of their junior year.	Teachers will examine student diagnostic data generated from benchmark assessments, ACCESS Module performance and USATestPrep achievement level. Teachers will remediate students and/or re-teach standards as needed.	Classroom textbooks, enrichment reading resources, USATestPrep.com for AHSGE, ACCESS Reading Module, COACH remediation material

COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
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AHSGE Reading Math Language History Biology	STRATEGY: Improve exceptional education student performance on AHSGE. ACTION STEP: Therefore, exceptional education students not clearing sub-tests of AHSGE will participate in differentiated instruction and direct instruction and test-taking courses.	Teachers will monitor student success through individualized instruction, color-coding, small group instruction, benchmark assessments, and content standard assignments from COACH, American Book Company and USATestPrep.	Teachers will analyze student longitudinal data from the AHSGE. Students’ progress will be monitored through performance on test-taking course work, benchmark assessments, and performance on the fall, winter and/or spring administration of the AHSGE.	Classroom textbooks, enrichment-reading resources, USATestPrep.com for AHSGE, and American Book Company.
ARMT and AHSGE data reveal deficiencies in functional, textual, recreational, and informational reading interpretation and comprehension across the feeder pattern.	STRATEGY: Improve student-reading comprehension, increase student knowledge of the AHSGE terminology, test format, and implement focused vocabulary instruction in all content areas. ACTION STEP: Teachers will participate in staff development on best practices for reading comprehension and vocabulary instruction. Teachers will integrate best practices into the classroom instruction. Teachers will administer tests specifically addressing standards and eligible content with greatest percent of non-mastery. Incorporate focused instruction on reading comprehension strategies in every classroom at least one time per week on textual, functional, and recreational reading.	Teachers will monitor student-reading comprehension by assessing student mastery of content through direct and individualized instruction, and benchmark assessments generated by collaborative teacher process, USATestPrep diagnostic, and use of remediation books published by COACH and American Book Company.	Elective courses will devote more time to reading strategies and intervention for targeted students. Students showing difficulty will participate in a pull out program with content teachers for specialized tutoring.	Classroom textbooks, enrichment reading resources

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AHSGE Reading	<p>STRATEGY: Improve career technical education student performance on the AHSGE.</p> <p>ACTION STEP: Career technical education teachers will integrate focused vocabulary instruction through implementation of bell ringers and classroom instruction. Further, career tech teachers will integrate focused reading instruction for reading comprehension, textual, functional, and informational reading at least one time a week in each class.</p>	Teachers will monitor student success through individualized instruction, assessment of bell ringers and curriculum assignments.	Teachers will monitor student progress and report student data to IAP to modify instruction and students' progress.	Classroom textbooks, enrichment reading resources
AHSGE Biology	<p>STRATEGY: Improve the student performance on the AHSGE Biology section.</p> <p>ACTION STEP: Science teachers will integrate focused instruction through implementation of bell ringers and classroom instruction. Students will receive standards based instruction for biology in classes. Students will utilize COACH Biology remediation material, USATestPREP, computer software from <u>Passing the Alabama Graduation Exam</u>, as well as reviewing test-taking skills. and tutoring, to improve biology knowledge.</p>	Teachers will monitor student success through individualized instruction, assessment of bell ringers, and assignments.	Teachers will monitor student progress and report student data to IAP to modify instruction and students' progress.	Classroom textbooks, enrichment resources, software for <u>Passing the Alabama Graduation Exam</u> , USATestPrep.com for AHSGE, and COACH remediation material

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE AND Rtl CONSIDERATIONS, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Increase the percent of all students scoring the proficiency range math as measured by the AHSGE in grade 11 to meet AMO for 2011 and to maintain AYP achieved in 2010.

Data Results on which goal is based: Met AMO goals for 2010.

TARGET GRADE LEVEL(S):	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	Additional Academic Indicators:	TARGET STUDENT SUBGROUP(S): All students
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)
AHSGE Math I-2 Add and subtract polynomials I-3 Multiply polynomials II-2 Solve Quadratic equations III-2 Find the Range of Functions V-1 Graph Linear Equations VI-1 Translate Verbal/Symbolic VII-2 Apply Pythagorean Theorem	STRATEGY: Provide differentiated and direct instruction, remediation and tutoring to 10 th and 11 th grade math students. ACTION STEP: Therefore, teachers will deliver direct and differentiated instruction to math students. Teachers will provide students with bell ringers that focus on content areas targeted for improvement. Students will receive remediation through individualized instruction, USA Test Prep, and ACCESS Math Module.	Student progress in mastering objectives will be assessed through 9-week benchmark assessments, teacher modeling and cooperative learning, and achievement goals established with USA Test Prep and ACCESS Math Module.	Teachers will examine student diagnostic data generated from benchmark assessments, ACCESS Module performance and USATestPrep achievement level. Teachers will remediate students and/or re-teach standards. Students showing difficulty in achievement in the classroom will participate in tutoring, remediation, and other enrichment activities.	USATestPrep.com for AHSGE ACCESS Modules Classroom textbooks, enrichment math resources.

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CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Goal One: 75% of students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master local, state, and national standards. Goal Two: 75% of students, teachers, and administrators will benefit from a broad range of educational opportunities and resources using technology. Goal Three: 75% of teachers and administrators benefit from high-quality, research-based professional development and supports necessary to achieve local, state, and national standards and courses of study. Goal Four: 75% of students, teachers, and administrators will have access to the appropriate technology resources and infrastructure necessary to support teaching, leading, and learning.			
Data Results on which goal is based:			
Goal One Current Status:	Goal Two Current Status:	Goal Three Current Status:	Goal Four Current Status: 43.97

TARGET GRADE LEVEL(S): 9-12	TARGET CONTENT AREA(S): Circle One Reading Math Science Other	AHSGE: Reading Math Science Social Studies Language	Additional Academic Indicators:	TARGET STUDENT SUBGROUP(S): All students, teachers, and administrators.
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COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
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Goal 1: Alabama Technology Education COS and ISTE/NETS for students.	STRATEGY: Improve the use of technology and technology integration in classroom learning experiences in all content areas. ACTION STEP: Provide technology instruction and implementation in all classrooms. Teachers will integrate the technology education COS standards using ALEX Lesson plans and additional educational websites that focus on specific content area.	Teachers will monitor student success through individualized instruction, performance assessment of technology use, and assignments.	Teachers will monitor student progress and report student data to IAP to modify instruction and students’ progress.	Technology in Motion
Goals 2 & 3: Alabama Technology Education COS and ISTE/NETS for teachers and administrators.	STRATEGY: Improve the use of technology by teachers and administrators to meet local, state, and national standards. ACTION STEP: Professional learning will be provided to assist teachers and administrators in improving these areas.	Teachers will implement new technology knowledge in their classrooms. Teachers will document implementation in lesson plans.	Administrators will review lesson plans and observe technology use in the classroom.	Technology in Motion

COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
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Goal 2: Alabama Technology Education COS and ISTE/NETS for students.	<p>STRATEGY: Students will receive an improved range of educational opportunities and resources using technology.</p> <p>ACTION STEP: Students will have access to the ACCESS lab for distance learning opportunities. Students in career technical education courses will have additional online learning experiences through the Career Forward course.</p>	Teachers will monitor student success through individualized instruction, performance assessment of technology use, and assignments.	Teachers will monitor student progress and report student data to IAP to modify instruction and students' progress.	Technology in Motion
Goal 4: ISTE/NETS for teachers and administrators.	<p>STRATEGY: Improve the access to the appropriate technology resources and infrastructure necessary to support teaching, leading, and learning.</p> <p>ACTION STEP: Students will have improved access to the school computer lab to integrate technology instruction and learning. Teachers/administrators will have improved access to the computer lab, media center, and online learning experiences to enhance teacher instruction. Professional learning will be provided to teachers needing instruction on how to take advantage of online learning instruction.</p>	When funding is available new resources, (hardware and software) will be purchased through school funds and grants. Additional resources will be shared and presented to staff through teacher led prep staff meetings and/or departmental meetings.	Teachers will participate in peer-to-peer observation of technology use.	Technology in Motion

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Students not making Adequate Progress in Language Acquisition (APLA) will make required gains to achieve APLA per Alabama State Department of Education (ALSDE) formula.
Data on which goal is based: <i>ACCESS for ELLs Spring 2010 - _____% of students taking ACCESS 2010 made APLA</i> <i>(PLACE SCHOOL SPECIFIC DATA HERE: EX. In 3rd grade, 67% of ELs show writing skills at the beginning or developing levels, In 4th grade _%,.....)</i>

TARGET GRADE LEVEL(S):	TARGET ELP LANGUAGE DOMAIN(S): Circle all that apply.	Reading	Writing	Listening	Speaking	Comprehension
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WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$,.....00)
State adopted WIDA standards: Language Arts, Reading Domain Cluster 9-12 Standard #2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	STRATEGY: The school will provide students with opportunities to improve their individual reading levels. ACTION STEP: Students will participate in computer-based reading program 30 minutes a day/4 days a week. Teacher will monitor individual student progress and provide needed intervention.	Students will make a minimal of 5% gain in reading proficiency as measured by My Reading Coach computer program.	Refer to ELL committee Refer to RTI	My Reading Coach computer program Student access to designated computers Schedule time for students to access MRC (\$0 items previously purchased)

*WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, Rti FRAMEWORK, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)
Student survey data indicates lack of students’ motivation to achieve academically.	STRATEGY: Promote positive expectations for students and teachers. ACTION STEP: Recognition of a male/female student from each grade level, teacher/staff/volunteer recognition, media coverage.	Increased academic achievement for students shown in progress reports, report cards, etc.		Bulletin boards, posters, media,
Low percentage of students making A honor roll; less than 95% daily attendance; excessive number of students being referred to office discipline problems	STRATEGY: Promote student success in academics, attendance and attitude. ACTION STEP: Continue A-Club rewards	Increased student academic success, attendance and more positive attitudes reflected in progress reports, report cards, attendance reports, discipline reports and student surveys.		A/B Honor roll lists, attendance reports, discipline referral reports, student incentives
A great challenge for the school was the split of the school into a separate middle school and a high school. Students expressed safety concern with hallways, restrooms and the parking lot. We will develop an individualized safety plan and an overall school campus safety plan because the campuses are adjoined.	New Crisis Safety Plan will be developed. Each faculty will be involved in handling new challenges and changes as the school cultures change, safety issues changes and student performance is impacted.	Students will feel safer with fewer students and less traffic. Safety issues or concerns will be implemented/corrected by the school.	Adjust plan on an as needed basis.	School will form new Crisis Safety Committees, Continuous Improvement Leadership Team, and new plans for bus duty, etc.

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)
According to the online stakeholder survey, 44.1% of our parents expressed they needed opportunities with understanding how to interpret their child's data.	STRATEGY: Improve parent knowledge of student assessment data. ACTION STEP: Administrators and teachers will hold a parent meeting to explain interpretation of the assessment data.	Place meeting on school calendar, school website, school marquee, and use school cast to call parents.	Exit slips will be provided at the end of the meeting to determine what was learned by the parents and to address questions parents may still have regarding assessment data.	School cast to parents, student data, exit slips
Response to Instruction (RtI) Behavioral	STRATEGY: To decrease the number of students of Class III referrals. ACTION STEP: Administrators will use RTI strategies to focus on inappropriate student behavior. Strategies will include teacher interventions, parent contact, counselor decision-making intervention, and parent/administrator conference.	Progress will be monitored through Tier II and Tier III RTI documentation forms, administration notes, STI documentation, parent notification notes, and general guidance session notes.	If strategies do not change, the school will provide???????????????	
RtI Academic	STRATEGY: Provide standards-based instruction utilizing a relevant and rigorous curriculum. ACTION STEP: Classroom teachers will deliver standards-based instruction utilizing research-based strategies to meet the needs of students.	Teachers will provide additional support and small group interventions for student not mastering standards.	According to RtI objectives, students not responding to Tier I and Tier II interventions will receive intensive interventions tailored to meet students' needs.	

Part V - Additional Components, That When Addressed, Positively Impact Student Achievement:

1. Teacher Mentoring: Describe teacher mentoring activities. For example, are novice teachers given support from an assigned master teacher and what does that support look like?
Teachers new to the profession are assigned a mentor for years 1, 2, and 3 and follow a closely guided program of mentoring to help in retaining teachers and in making new teachers successful in the classroom. New teachers, novice or veteran teachers, to McAdory are also assigned a “buddy” teacher who helps them throughout the year with local school and district procedures and any other assistance a new employee might require. All new teachers to our school are provided district and local orientation before the start of the school year. Activities include instruction/direction of the first few days of school, classroom management, introduction to the school culture, how to complete paperwork, use of STI, grade books, and many other school procedures. New teachers are provided individual and group instruction/guidance on various teacher-related tasks throughout the year. New to the profession teachers have a mentor for a period of three years to provide professional support, instructional support, logistical support and personal support.
2. Budget: Describe the coordination of all federal, state, and local programs, including career and technical education.
Career and Technical Education (CTE) programs are federally funded by Carl D. Perkins funds. The funds are administered through the state and the annual LEA allotment is partially based on the total number of students in CTE programs the previous year. Carl D. Perkins federal funds may only be spent on CTE programs and can be used to purchase equipment, including computer hardware and software that will provide innovative programs that prepare students for future careers; to provide funds for professional travel and development; to offer leadership opportunities to students through Career Tech Student Organizations (CTSOs); to encourage transition to post-secondary education and training programs; and to recruit “non-traditional” students for CTE programs. CTE also receives state funds through the Foundation program and this money is used primarily for professional development and travel to include payment of classroom substitutes. Local Maintenance of Effort funds are provided by the LEA in the form of support for individual CTE teachers and are based on a \$300 + \$3 per student formula. The CTE director coordinates with local middle and high schools to determine which programs best fit students’ needs. Expenditures are used to support programs throughout Jefferson County middle and high schools with CTE opportunities. The funds are allocated at the district level and not included in the local budget.
3. Transition: Describe transition strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten.
The Freshman Academy is designed to help 9 th grade students make a successful transition from middle to high school. Students in the Freshman Academy will receive assistance in conduct and character building, goal setting, time management, exam prep, stress management, conflict resolution, and career exploration.
4. Highly Qualified Teachers: Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.
To ensure that instruction is provided by highly qualified teachers, school administrators utilize the Teaching Alabama website, district-wide recruitment events, which include identifying potential teachers at colleges of education and interviews conducted by school leaders at the district’s recruitment day. Additionally, interview teams screen applicants to assist school leaders in effectively assigning well-trained teachers to address academic needs of the school.
5. Assessments and Teacher Involvement: Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.
NA
6. Special Populations: Describe the programs used for each group: English language learners, migrant students, and homeless students.
NA
7. Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3): Describe procedures used for each group of individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.
Career and Technical Education (CTE) works diligently to recruit and engage students in special populations. Individuals with disabilities are a part of CTE programs throughout the system and no discrimination based on disability is practiced. Students with IEPs are accommodated as necessary in all CTE classes. However, some students with IEPs perform in CTE programs without

accommodations due to project-based and hands-on instruction. CTE teachers actively recruit students from all populations for their program and the aim is to have students become completers—having successfully completed three courses in a CTE program—by the time they graduate. Gardendale High School, Minor High School, and Shades Valley Technical Academies offer numerous technical programs and open these to feeder schools so students have more opportunities to prepare for careers. Alabama Success materials that focus on the 16 career clusters are printed in English and Spanish and distributed to students in the 8th and 10th grades to help all students with their career planning. Busses are provided for students to visit the Career Expo during the state SkillsUSA events and also to post-secondary institutions. We provide equal access to members of special populations for high-skill, high-wage, or high-demand occupations that will lead to self sufficiency.

8. Extended Learning Opportunities: Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

Teachers offer before school and after school tutoring for students to assist in remediation, reinforcement of academic skills and preparation for assessment.

Part VI continued - Additional Components, That When Addressed, Positively Impact Student Achievement:

A. Parental Involvement: Describe how the school will communicate information about the Parent Involvement Plan and, to the extent practicable in a language they can understand, how parents can have access to descriptions of the school’s curriculum, assessments, and student achievement expectations, and opportunities for regular meetings to review and assist in improving student progress.
B. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.
C. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.
D. Parental Involvement: Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children.
E. Parental Involvement: Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, RtI FRAMEWORK AND SUPPORTIVE LEARNING ENVIRONMENTS:

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?
 - Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?
 - Does the plan include required district-wide training for English language acquisition?
- YES

☒

NO

☐

YES

☒

NO

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YES

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NO

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(Note: Professional learning activities must be linked to Alabama’s Standards for Professional Development and Alabama’s Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC (INCLUDING ELL AMAOs) OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? <small>(Please list dates of future PD sessions, not those that have already taken place.)</small>	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? <small>(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)</small>	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? <small>Example: Title II, \$....00 Dr. Verry Goode</small>	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS

DUPLICATE PAGES AS NEEDED

Part VIII - Coordination of Resources/Comprehensive Budget [OPTIONAL IF NOT USING ANY FEDERAL FUNDS]

List all federal, state, and local monies that the school uses to run its program:

Example:

I. State Foundation Funds:		
State Foundation Funds	TOTAL	
Teacher Assigned Units: classroom teachers:	TOTAL OF ALL SALARIES	
Administrator Units:		
Assistant Principal:		
Counselor:		
Librarian:		
Instructional Supplies		
Library Enhancement		
Technology		
Professional Development		
State ELL Funds		
Career and Technical Education Administrator		
Career and Technical Education Counselor		
II. Federal Funds:		
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	TOTAL	
Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.) <u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u>		
ARRA FUNDS	TOTAL	
<u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u>		
Title II: Professional Development Activities	TOTAL	
<u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u>		

Title III: For students who don't speak English as their first language....	TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
Title IV: For safe and drug-free schools	TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
Title VI: For rural and low-income schools	TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
Career and Technical Education-Perkins IV: Basic Grant (Title I)	TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
Career and Technical Education-Perkins IV: Tech Prep (Title II)	TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant	TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	
III. Local Funds (if applicable)	
Local Funds	TOTAL
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>	

Part IX – REVIEW/SUPPORT DOCUMENTATION

<div><div>INITIAL REVIEW /DEVELOPMENT</div><div>Target Date: August</div><div>Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.</div><div>Date _____</div><div>Principal Initials_____</div><div>LEA initials _____ Other _____</div><div>COMMENTS* Required</div><div>*Use additional pages, if needed</div></div>	<div><div>REVIEW 1</div><div>Target Date: September</div><div>Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.</div><div>Date _____</div><div>Principal Initials_____</div><div>LEA initials _____ Other _____</div><div>COMMENTS* Required</div><div>*Use additional pages, if needed</div></div>	<div><div>REVIEW 2</div><div>Target Date: October</div><div>Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</div><div>Date _____</div><div>Principal Initials_____</div><div>LEA initials _____ Other _____</div><div>COMMENTS* Required</div><div>*Use additional pages, if needed</div></div>
<div><div>REVIEW 3</div><div>Target Date: November</div><div>Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.</div><div>Date _____</div><div>Principal Initials_____</div><div>LEA initials _____ Other: _____</div><div>COMMENTS* Required</div><div>*Use additional pages, if needed</div></div>	<div><div>REVIEW 4</div><div>Target Date: January</div><div>Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</div><div>Date _____</div><div>Principal Initials_____</div><div>LEA initials _____ Other _____</div><div>COMMENTS* Required</div><div>*Use additional pages, if needed</div></div>	<div><div>REVIEW 5</div><div>Target Date: February</div><div>Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</div><div>Date _____</div><div>Principal Initials_____</div><div>LEA initials _____ Other _____</div><div>COMMENTS* Required</div><div>*Use additional pages, if needed</div></div>
<div><div>REVIEW 6</div><div>Target Date: March</div><div>Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.</div><div>Date _____</div><div>Principal Initials_____</div><div>LEA initials _____ Other _____</div><div>COMMENTS* Required</div><div>*Use additional pages, if needed</div></div>	<div><div>REVIEW 7</div><div>Target Date: April - May</div><div>Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.</div><div>Date _____</div><div>Principal Initials_____</div><div>LEA initials _____ Other _____</div><div>COMMENTS* Required</div><div>*Use additional pages, if needed</div></div>	<div><div>Use information from Reviews to Evaluate the plan and to update the plan for the coming year.</div></div>